



Safeguarding Children Assessment and Analysis Framework (England & Wales)

**Course prospectus for training in
analysis and decision-making**

September 2019



SAAF - Course Prospectus

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The Hope for Children and Families Programme: promoting children's health and development, building on strengths and overcoming difficulties using evidence-based approaches

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1.0 C&FT's Hope for Children and Families Programme

Child and Family Training (C&FT) is a not-for-profit skills development and training organisation. It developed the *Hope for Children and Families* (HfCF) approach that aims to enhance effective work to promote the health, development and well-being of children, young people and families through building on strengths and overcoming difficulties using evidence-based resources.

The development and production of practice resources (tools, instruments and practice guides) to support the key processes of assessment, analysis, decision-making, intervention and review and evaluation, is a key feature of C&FT's HfCF approach.

C&FT's training and materials have been developed in practice and research. They include:

- ways to engage children and parents, gather and analyse information in order to understand the child, their development and events and relationships that impact on it;
- practical methods to promote the child's development and alleviate their difficulties by working directly with the child, their family and other sources of support;
- charts of developmental milestones, visual materials that can be employed with the child and family, suggested ways of acknowledging problems, raising and working with issues, such as aggression, anger, conflict and neglect.

All C&FT's courses are:

- linked to statutory requirements and guidance (e.g. *Children Act 1989*, *Working Together 2018* and the *Children Act 1989: Care Planning, Placement and Case Review*)
- mapped against relevant professional standards, competences and statements of knowledge and skills (e.g. the HCPC Standards of Proficiency for social workers and the *Knowledge and Skills Statement: Approved Child and Family Practitioner*).

Training focuses on the development of knowledge and skills underpinned by, and promoting, professional values and participative and inclusive approaches: enhancing individuals', teams' and whole service practice and multi-professional work with *all* children and young people, with parents and carers and with families.

2.0 The Safeguarding Children Assessment and Analysis Framework (SAAF)

The Safeguarding Children Assessment and Analysis Framework (SAAF)¹ was designed to help social workers make an analysis of the level of harm suffered or likely to be suffered by the child; the risks of re-abuse or likelihood of future harm; and the prospects for successful intervention in cases that social workers find complex.

The focus of the SAAF is on analysis and decision-making and enabling practitioners to evidence the rationale underpinning their recommendations and decisions.

¹ Pizzey, S., Bentovim, A., Cox, A., Bingley Miller, L. and Tapp, S. (2016) *Safeguarding Children Assessment and Analysis Framework* (Third Edition). York: Child and Family Training.

The SAAF has its origins in approaches and methods set out in *Safeguarding Children Living with Trauma and Family Violence*² which provides a structure, language and process for assessment, analysis, intervention and measuring outcomes in work with children, young people and their families.

The SAAF provides a systematic, evidence-based model for analysing the:

- profile of harm to the child and/or the risk of future harm to the child (sections 31(2)(a) & (b) and 1 (a-f) of the Children Act 1989), i.e. analysing the severity of harm suffered by the child and its impact on their health and development and the severity of the parenting difficulties and of the family and environmental factors;
- risks of re-abuse or likelihood of future harm (i.e. the likely outlook for the child if nothing changes) known as the systemic analysis; and
- prospects for successful intervention to prevent the child being re-abused (section 1(g) of the Children Act 1989 for those cases in court proceedings).

The SAAF comprises a seven-stage model of assessment, analysis, decision-making, planning, intervention and review³:

1. *Consider the referral and the aims of the assessment*
2. *Gather assessment information on the child's developmental needs, parenting capacity, and family and environmental factors*
3. *Organise the information using the Assessment Framework and a chronology*
4. *Analyse the patterns of strengths and difficulties*
5. *Make judgements based on a systemic analysis*
6. *Make decisions and develop a plan of intervention*
7. *Implement the plan of intervention, monitor and review progress.*

The SAAF is particularly useful in:

- complex cases, where there are concerns about whether a child in need should be the subject of a section 47 enquiry;
- where there has been a section 47 enquiry and decisions are being made about what action to take.
- when considering whether a child should be made subject of, or remain the subject of, a child protection plan;
- in applications by a local authority for a care or supervision order.
- in private law cases where there are concerns the child might be suffering significant harm (section 8 of the Children Act 1989).

² Bentovim, A., Cox, A., Bingley Miller, L. and Pizzey, S. (2009) *Safeguarding Children Living with Trauma and Family Violence*. London: Jessica Kingsley.

³ Bentovim, A., Gray, J., Heasman, P. and Pizzey, S. (2017) *Engagement and goal setting*. York: Child and Family Training.

A social work manager wrote about the impact in their agency of using the SAAF:

We have seen some real examples where the tool has resulted in good quality assessment and analysis and is something which we want to promote further.

The SAAF can be used with any model of practice adopted by a local authority as long as the *Assessment Framework* is used as the framework for gathering information, making an analysis, decision-making and planning interventions.

3.0 SAAF Training Programme

Overview

This two-day training course is run on consecutive days. The course trains participants to use the SAAF as an approach to child protection decision-making in cases the social worker finds complex.

The course incorporates:

- **knowledge** (practice wisdom and up-to-date research findings);
- **skills development** (core skills of observation, listening, interviewing, recording, gathering information, analysing, reporting, decision-making, planning, intervention, review and evaluation); and
- **values and related skills** (working with all children and young people, parents and carers, family members and other professionals - recognising and valuing diversity and difference).

Course programme

Day 1 of the course uses a shared video case example to help focus on stages 3-7.

The *Assessment Framework* is used as an operational map to understand the links between the child's development, the parenting they have received and the impact of family and environmental factors on both. A comprehensive inter-agency chronology completes the information gathering picture.

The next stage is to establish the nature and level of harm the child has experienced, organising assessment information and identifying strengths and difficulties around the *Assessment Framework*.

The course then looks at a systematic analysis of information gathered during the assessment in relation to harmful and protective processes and the impact these have on each child. The analysis is developed from a safeguarding standpoint, weighing up the level of harm the child has experienced, the risk of re-abuse or likelihood of future harm and the prospects for successful intervention.

The course explores the capacity of parents to engage with therapeutic interventions and their capacity to change. Planning interventions, identifying outcomes and measuring outcomes are also addressed.

On **Day 2** participants are invited to attend with a complex case of their own in mind to try out the instruments and ideas taught on Day 1. Participants need to bring a case where a considerable amount of assessment information is already available, particularly when they are undertaking the Safeguarding Analysis. They can use past cases if they wish.

Course completion certificates are awarded for full attendance on both days of the course.

All participants in the training receive:

- A SAAF User Guide
- A SAAF record form for use with their own cases
- Training materials for use during the course
- Access to on-line SAAF materials
- Licence to use the SAAF with their own cases.

Participant feedback on the SAAF training

SAAF training formed part of an ASYE (Assisted and Supported Year in Employment) programme in Surrey County Council.⁴ Comments about the SAAF from the newly qualified social workers participating in the programme included the following:

I plan to be better at putting observations and what a family say before making a hypothesis

Exceptional printed materials

It was incredibly useful, but I found it quite a lot to take in over two days

Helped focus on process rather than jumping to analysis too early (p. 10).

A practice consultant participating in the Department for Education (DfE) evaluation study (2017) commented,

I was really impressed with the training. I think the course material was absolutely fabulous, the booklets we got as managers. I think it was very well delivered. We had a great facilitator. The use of DVDs was very much focusing on practice ... I walked away from there feeling really quite enthusiastic about it.⁵

Learning Outcomes

By the end of the two-day training course participants should be able to:

- make evidence-based assessments and plans in complex cases where there are ongoing safeguarding concerns
- apply the SAAF model for assessment and intervention in safeguarding cases in their own practice
- evaluate the level of strengths and difficulties in the safeguarding context using the domains and dimensions of the Assessment Framework triangle
- assess the level of harm or likelihood of harm to the child, and create a profile of harm
- make a systemic analysis of the factors and processes leading to harm as well as maintaining protective and resilience factors
- assess and analyse the risks of re-abuse or likelihood of future harm to the child or young person and the prospects for successful intervention
- evidence recommendations and decisions.

⁴ Roberts, R. (2017) Training Newly Qualified Social Workers: Evaluation of a Training and Coaching Programme Commissioned by Surrey County Council 2014-2016. York: Child and Family Training

⁵ Macdonald, G., Lewis, J., Ghate, D., Gardner, E., Adams, C. and Kelly, K. (2017) *Evaluation of the Safeguarding Children Assessment and Analysis Framework (SAAF)*. London: Department for Education, page 120.

It is recommended that coaching sessions to support the learning from the training are commissioned in addition to the two-day training course. These are described in the next section below.

A guide to course fees is set out in Appendix 1.

4.0 Coaching sessions

Coaching is provided in small groups (team based where possible) of about six participants for a half day. The trainer usually runs one group in the morning and one in the afternoon.

The purpose of coaching is to support the consolidation of learning from the training programme. It provides an opportunity for participants to practise the techniques, approaches and measures being taught and to present cases from their own practice on which to try these out. The sessions provide an opportunity for participants to:

- reflect on their experience of putting their learning into practice
- further develop and embed their knowledge and skills
- increase their confidence.

The participation of supervisors in the coaching sessions helps them become knowledgeable about the training that participants have received, and the resources participants will be using in practice. Therefore, the supervisors are able to support participants' learning and development in their everyday work with children and families.

Many staff participating in the DfE (2017) study thought that, after the training, more learning opportunities were needed to support them in embedding the use of the SAAF into their practice and become fully competent in its use. The 'refresher' or 'coaching' sessions provided subsequently by the trainers were seen as very helpful, and in one authority appeared to have been key in supporting use of SAAF. This finding is endorsed by research showing that coaching is an essential aspect of implementation and that training alone is rarely sufficient.⁶

A senior manager commented:

*"If we had not had [the trainer] and we just had the training and used the tools, I don't think we would have got to where we are. I think we would have probably got lost somewhere along the way Having [the trainer] come back at different points did actually make things a bit more interactive and lively so you could see – you could actually test it live rather than having to just test it in a controlled environment of a training session."*⁷

⁶ Fixsen, D. L., Naoom, S. F., Blase, K. A., & Friedman, R. M. (2005). Implementation research: a synthesis of the literature. Tampa, FL: University of South Florida, Louis la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #1231).

Joyce, B. R., & Showers, B. (2002). Student achievement through staff development.

Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: A synthesis of critical steps in the implementation process. *American journal of community psychology*, 50(3-4), 462-480.

⁷ Macdonald, G., Lewis, J., Ghate, D., Gardner, E., Adams, C. and Kelly, K. (2017) *Evaluation of the Safeguarding Children Assessment and Analysis Framework (SAAF)*. London: Department for Education, pages 120-121.

5.0 Managers and Supervisors

Managers and supervisors play a key role in the success of any training programme. It is beneficial if they are involved and oversee participants' successful completion of the training and any practice requirements. This requires supervisors to be familiar with:

- the content of the programme;
- the practice requirements for all participants;
- their role in ensuring the practice requirements are completed by each practitioner they supervise;

and where possible they:

- participate in the coaching/refresher sessions as necessary for their practitioners.

The active support and encouragement of participants' completion of any practice requirements and subsequent use of the approach and tools by their supervisors is important. Participants will be encouraged to discuss the use of the approach and resources in supervision sessions and team meetings.

6.0 Evaluation of the SAAF

The Department for Education commissioned a *Systematic Review of Models of Analysing Significant Harm*, to "identify, critically appraise, and evaluate the potential role of all available tools for assessing/analysing data about the likelihood of significant harm to children".⁸

Barlow et al. (2012) reviewed a range of analytical tools such as safety checklists; risk checklist and family needs assessment which could be used in section 47 enquiries under the Children Act 1989. These included:

- Child Abuse Risk Evaluation-Netherlands (CARE- NL);
- Children's Research Centre-Structured Decision-Making (CRC-SDM);
- Comprehensive Assessment Tool (CAT);
- California Social-Work Education Center-SDM (CALSWEC-SDM);
- Child at Risk File System (CARF);
- Child Endangerment Risk Assessment Protocol (CERAP);
- Manitoba Risk Assessment System (RES);
- North Carolina Family Assessment Scale (NCFAS);
- Resilience Matrix (RM);
- Safeguarding [Children] Assessment and Analysis Framework (SAAF);
- Signs of Safety (SoS);
- Washington Risk Assessment Matrix (WRAM).⁹

⁸ Barlow J., Fisher J.D. and Jones D. (2012) *Systematic Review of Models of Significant Harm*. London: Department for Education, page 5.

⁹ Ibid., page 36.

The review found that the SAAF and the Graded Care Profile were the only tools that were “consistent with the Assessment Framework”; “assess a much wider range of domains compared with other available tools” and as such are “more comprehensive”; and “compared with current practice they provide practitioners with clear guidance about what to assess, and how to analyse and ‘make sense of’ the data collected”.¹⁰

The SAAF was the “only one of the family assessment tools that we identified [that] included an assessment of the possibilities of future change and how success or otherwise might be gauged”.¹¹

Following publication of the review by Barlow et al. (2012), the Department for Education (DfE) commissioned a randomised control trial on the outcome of the implementation of the SAAF approach to analysis in complex cases. The study was carried out in six local authorities over a two-year period between 2014 and 2016. The report of the study, *Evaluation of the Safeguarding Children Assessment and Analysis Framework*, was published in December 2017.¹²

During the period of the study, staff in the intervention group were trained to use the SAAF and the outcome of their assessments was compared to outcomes in the control group who carried out assessments as usual.

The study included 12,899 children from six local authorities. Although the conclusion of research study drew no clear conclusions about the efficacy of the SAAF, nevertheless across all local authorities a markedly lower proportion of referred children became the subject of a child protection plan in the intervention group (who used the SAAF) compared with the control group (who did not use the SAAF but continued with ‘practice as usual’). The number of children who were the subject of a child protection plan for one form of maltreatment and later recorded as the subject of another was noticeably lower in the intervention group, 62 rather than 102.¹³

Nottinghamshire County Council (NCC) made up 40% of the sample for the DfE study. Once the research study was concluded NCC commissioned a *Train the Trainers Programme* and delivers its own training and coaching and support to its workforce.

During the course of the study in NCC there was an 85% turnover of staff in the overall study group. At the outset of the study 149 members of staff were involved in the study either in the experimental group or the control group. During the study 126 members of staff left and were replaced by a total of 137 new members of staff. Additional training and coaching was provided to the new members of staff in the experimental group. The findings in NCC are therefore set against a background of considerable staff changes.

¹⁰ Ibid., page 73.

¹¹ Ibid., page 74.

¹² Macdonald, G., Lewis, J., Ghate, D., Gardner, E., Adams, C. and Kelly, K. (2017) *Evaluation of the Safeguarding Children Assessment and Analysis Framework (SAAF)*. London: Department for Education.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/666477/Evaluation_of_the_Safeguarding_Children_Assessment_and_Analysis_Framework.pdf

¹³ Ibid., pages 32-33.

NCC implemented the SAAF training and established the SAAF as routine practice for the trial period in the intervention group, with active support from team managers.¹⁴ SAAF was used in all section 47 cases, and in all section 17 cases involving a core assessment.¹⁵

In NCC, with similar numbers of referrals to the intervention and control groups (49 and 51% respectively), a total of 741 children became the subject of a child protection plan. Of this total, 326 children in the intervention group went on to have a child protection plan compared with 415 in the control group – 89 fewer children in the intervention group than the control group.¹⁶

Regarding the analysis tools that form the SAAF, examples of participants views in the study were recorded as follows¹⁷ :

- The *Profile of Harm* was relatively easy to complete, providing a visual display of key areas of concern and of strengths as well as weaknesses, and aiding comprehensive consideration of the child's circumstances and needs.
- The *Systemic Analysis* was for many seen as the most helpful of the SAAF tools. It was widely described as focusing on "what would happen if we did nothing". It was seen as useful for its focus on underlying processes and dynamics and provided a structure to an aspect of analysis that was often challenging. It was often described as providing a summary of the case, and thus potentially useful in supervision, child protection conferences and legal planning meetings. A team manager commented,
You don't have to go into too much detail, you can just use this and the information you get – because it's amazing when you start writing things down and when the picture starts forming, this is very useful.
- The *Prospects for Successful Intervention* was regarded by some in the study as the most useful tool. They felt it emphasised parents' engagement, histories and capacity to change, and particularly capacity to do so within the child's timeframe. They saw these as areas to which insufficient attention was often given in assessments and, some said, not sufficiently explicit in their authority's assessment template.

Participants in the DfE study considered that the SAAF was particularly useful for early career social workers (or those who struggle with assessment practice) and for all practitioners in cases where:

- there are more issues, and especially if they interact in complex ways
- the judgement on whether the child can be cared for at home is finely balanced
- there have been repeat referrals, and particularly where in the past the threshold for child protection has not always been met
- there have been repeat child protection plans, with a danger of the case "drifting" or "being stuck", and a need for fresh insight,

¹⁴ Ibid., page 77, 124 and 126.

¹⁵ Ibid., page 116.

¹⁶ Ibid., page 36.

¹⁷ Ibid., pages 106-107.

Where you've got multiple issues and you just couldn't even hazard a guess on the basis of the information, what's going on for that child in that family, and there are so many competing things that could be having any number of effects, that for me is where [SAAF] really comes into its own. (Team manager)

We have some pre-births [where] you know just from the referral, there's so much concerning information, and after a few sessions you can tell, or people don't even come to the sessions, and it almost writes its own story a little bit. Whereas some of the more difficult ones where there's ... a lot more grey information, the SAAF tools are definitely more useful to clarify and check we've done everything right. (Social worker).¹⁸

7.0 Implementation lessons from the DfE study

The DfE evaluation study identified lessons for all commissioning agencies regarding implementation. Several site leads in the DfE study thought, on reflection, that they should have anticipated the need for ongoing support for practice development and been more proactive in setting it up.

The study's analysis highlighted that "multi-stranded skills building activity" was needed which includes:

- a process for training staff who joined after the initial training: either a rolling programme of two-day training sessions by C&FT, or regular training sessions provided by a member of local authority staff with enhanced, or 'train the trainer', training or both
- regular on-site coaching, by either the trainers or an expert user within the local authority, or both, following the initial training,

We would have really benefited from having people in the office to guide us through doing our first couple ... that's my style of learning. I would have benefited from that hands-on learning rather than just being sat in a classroom and taking all this information in. (Social worker)

- continued support as needed from champions or 'super-users' with enhanced training. The importance of champions who advocate for an innovation, build support among intended users and help to resolve problems that arise is widely noted in the implementation literature¹⁹; and
- group learning and practice sharing sessions, for example using team meetings, peer supervision, action learning sets or user groups, so that social workers could share examples of cases where SAAF had been used and discuss different approaches to building it into case work.²⁰

¹⁸ Ibid., pages 108-109.

¹⁹ Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American journal of community psychology*, 41(3-4), 327.

²⁰ Macdonald, G., Lewis, J., Ghate, D., Gardner, E., Adams, C. and Kelly, K. (2017) *Evaluation of the Safeguarding Children Assessment and Analysis Framework (SAAF)*. London: Department for Education, pages 121-122.

Local leadership and championing of SAAF was seen as important across all local authorities and the evaluation highlighted that it was needed at multiple levels.²¹ Senior managers needed to support implementation through communicating the local authority's rationale and vision for SAAF, and its sustained commitment to it and encouraging and supporting team managers to mobilise staff in the use of SAAF

Team managers played a crucial role in operationalising SAAF in the study, particularly with regard to setting expectations about the use of SAAF in their team and communicating positively the rationale for using SAAF, and its potential to improve practice. In most local authorities, it was felt that team managers should have been brought into plans for implementation at an earlier stage.

Several of the local authorities identified a need for champions for SAAF. The role was taken on by staff at different levels: a senior manager, principal social worker, team manager, practice consultants or social workers. It appeared to work more effectively where there were champions at multiple levels, since there were constraints at each level.²²

8.0 Training and licensing agency-based trainers to train the SAAF

C&FT is committed to making the evidence-based assessment tools and approaches accessible to as many professionals as possible. It has therefore developed a *Train the Trainers Programme* for training and licensing agency-based trainers (ABTs) so that they can deliver the SAAF course to other staff within their own agencies over time.

A detailed trainer's manual and associated PowerPoint presentations, video clips and examples of case material have been prepared to guide ABTs when delivering each stage of the course.

Experience in running *Train the Trainers Programmes* has shown that these are most effective when training two ABTs per programme as this maximises the opportunities for developing skills in delivering the training programme and also provides mutual support.

C&FT has also found that the trainee trainers can only fully commit to becoming an ABT after they have participated in the first course as a participant, used the SAAF with a case(s) and felt comfortable with the approach. In some instances, the identified trainee trainer has not progressed to become a trainer but instead another course participant was able to undertake that role.

²¹ Aarons, G. A., Ehrhart, M. G., Farahnak, L. R., & Sklar, M. (2014). Aligning leadership across systems and organizations to develop a strategic climate for evidence- based practice implementation. *Annual Review of Public Health, 35*, 255-274.

Birken, S. A., Lee, S.-Y. D., Weiner, B. J., Chin, M. H., Chiu, M., & Schaefer, C. T. (2015). From strategy to action: how top managers' support increases middle managers' commitment to innovation implementation in healthcare organizations. *Health care management review, 40*(2), 159.

Fitzgerald, L., Ferlie, E., McGivern, G., & Buchanan, D. (2013). Distributed leadership patterns and service improvement: Evidence and argument from English healthcare. *The Leadership Quarterly, 24*(1), 227-239.

²² Macdonald, G., Lewis, J., Ghate, D., Gardner, E., Adams, C. and Kelly, K. (2017) *Evaluation of the Safeguarding Children Assessment and Analysis Framework (SAAF)*. London: Department for Education, pages 122-125.

Pairs of trainee trainers generally find it easier to train smaller groups of participants whilst they are training as trainers as this enables them to maintain a focus on their own learning as trainers whilst at the same time maintaining a focus of the learning of the course participants.

The process for training and licensing ABTs involves ABTs:

- attending the first training programme as participants and gaining experience of using and applying the approach;
- attending and participating in coaching sessions; and
- co-training further courses (usually two) with an accredited C&FT trainer.

Each co-trained course involves:

- ABTs familiarising themselves with the SAAF trainer's manual;
- attending a pre-course preparation day with the C&FT co-trainer;
- delivering the course with the help and support of the C&FT co-trainer; and
- running coaching sessions, initially with the support of the C&FT trainer.

The C&FT co-trainer:

- provides consultation and feedback throughout
- quality assures the participant's training input
- assesses when the participant is ready to be licensed as an ABT.

C&FT established successful *Train the Trainers Programmes* in several local authorities and in CAF/CASS. Some of the programmes endured for several years but then did not continue mainly because the trainers moved post or moved authority and were not replaced or there was a change of management and a subsequent change of direction and training priority within the local authority.

Nottinghamshire County Council trained six ABTs following the DfE evaluation and continues to be self-sustaining in delivering the SAAF training. Bradford LSCB have continued to run the training programme over several years.

9.0 Evaluation Protocol

In delivering this programme across an agency such as a local authority or an LSCB it is important to understand whether participants' skills, knowledge and confidence improve following training and whether the training is effectively integrated into practice. The proposed evaluation will therefore include the following:

- **Confidence Scale** – this measures the confidence individuals consider they have about their level of knowledge and skills in relation to the content of the training curriculum. The Confidence Scale is administered prior to any training and at the end of the training and coaching period to provide a measure of change. It is also proposed to ask supervisors to complete a similar scale on each of their supervisees before and after training to obtain their perspectives on any changes made.
- **Self-Efficacy Scale for Social Workers (SESSW)** – this scale was designed and validated in Europe with Italian social workers and can be used also with family support workers. It measures three dimensions; emotional regulation, procedural self-efficacy

and support request and will be administered before and three after training to provide a measure of change.²³

Participants will also be asked to complete a registration form to provide information about themselves and their education and training. In addition to the above, practitioners and their supervisors will be asked to complete an evaluation of each training and coaching day as appropriate. Consent forms for the above evaluation protocol will be provided.

²³ Self-efficacy in social work: Development and initial validation of the Self-Efficacy Scale for Social Workers, Pedrazza, M. *et al. Soc. Sci.* 2013, 2, 191–207; doi:10.3390/socsci2030191

Note: Self-efficacy is an important concept in social work as it reflects people's judgements about their capacity to exercise influence in specific situations and to achieve successful outcomes. Self-efficacy is related to resilience, perseverance and motivation. For example, people with high self-efficacy sustain motivation and improve skills development, increase efforts in the face of failure, more easily recover after failures and are more likely to view difficult tasks as something to be mastered rather than avoided. Studies have revealed that self-efficacy is a significant predictor of performance at different levels of task complexity and is positively related to job satisfaction and low burn-out.

Appendix 1 – Course Fees

The course fees are set out below to assist commissioners build their own programme relevant to their circumstances and available resources. All fees are quoted net of trainer's expenses.

Standard two-day course (includes all course materials, practitioner guides and practitioner licences):

- Course for 12 participants, one trainer: fees, £2,190.00
- Course for 24 participants, two trainers: fees, £4,380.00

Coaching days:

- Coaching day for two groups of six participants: fees, £600.00

Train the trainer programmes:

- Standard two-day course – please see above for 12 or 24 participant options
- Two ABT preparation days: fees, £1,200.00
- Two standard two-day courses for 12 participants @ £2,190.00: total fees, £4,380.00;
or
- Two standard two-day courses for 24 participants @ £3,180.00: total fees, £6,360.00

Materials and licence fee costs for continuing training by ABTs

As part of the licensing arrangements commissioning agencies are required to purchase the training materials from C&FT for courses delivered by ABTs. Because ABTs may run groups of different sizes costs are quoted on a per participant basis.

- The cost per participant is £40.00

General

All fees are quoted net of trainer's expenses.

VAT is charged at the standard rate where applicable.

The fees are quoted on the basis that the commissioning agency will arrange and pay for the training venue together with training equipment e.g. a data projector, screen and audio speakers.

